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ABSTRACT

Continuous recent Teacher Corps involvement with community-based education has led to a conceptual framework for implementing programs. This framework results in better delivery of services to the community through grass roots community development and the use of school facilities for providing programs. The major role of the community coordinator is to make community residents aware of their needs and to stimulate and coordinate the existing community resources. The coordinator should develop a strong and effective process model and establish school-community and interagency councils. As they develop confidence and experience, these councils gradually become responsible for maintaining an effective community education program. The school-community council can use task forces, a site coordinator, interns, aides, volunteers, institutions of higher learning, state agencies, and the business community to promote program development. A sequential system consisting of needs assessment, goal setting, establishing objectives, designing the program, and monitoring, assessing, and evaluating should be followed. Examples of successful community education activities carried out in Far West Network projects include: community education workshops, involvement in community affairs, bilingual and multicultural education, and interagency coordination. (FG)

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TABLE OF CONTENTS

PREFACE

I	Background and Introduction	5
II	Roles and Responsibilities in Developing and Implementing Community Education	10
III	Program Development	21
IV	Some Examples of Community Education Activities in the Far West	26
	Bibliography	32

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PREFACE

The following document was prepared by the Far West Teacher Corps Network to assist projects, staff and community in developing an effective community education component. The document is designed for both professional and non-professional personnel. In such a spirit, much of the educational jargon has been eliminated. Deliberate care was taken to insure that readers would not be unduly burdened with theory. In this sense, this monograph is a primer which places emphasis of the "how to" aspects of community education. Also, the Far West Network has drawn examples from its projects to give the reader some idea of the range of possibilities within community education.

The material presented in this document is the direct result of two workshops conducted by Conrad Powell and Larry Winecoff for the Far West Teacher Corps Network. The participants included project staff, community coordinators, and various members of community councils and advisory groups in the Far West Network. The first Workshop was held in Portland, Oregon in 1976, the second in Phoenix, Arizona in 1977. During this span of time there was continuous workshop follow-up to verify the processes presented in this monograph. No two communities or projects are exactly alike, hence the community components of Teacher Corps projects varied considerably. However, the steps and processes necessary for establishing a viable community component were similar. The authors have synthesized the steps and processes necessary for development of a community education component and we hope that this monograph, based upon field tested examples, will assist projects just beginning or serve as a barometer for those which are in various stages of implementation.

The Board of Directors of the Far West Teacher Corps Network wishes to acknowledge their gratitude to Conrad Powell, Larry Winecoff, Al Smith and Jack Lyday for their contributions to the Far West Network in developing this publication.

Bellingham, Washington
July 1977

Paul (Randy) Walker
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I BACKGROUND AND INTRODUCTION

General Background/Introduction

Teachers Corps' traditional involvement with community affairs has distinguished it from many other federal programs. In fact, community involvement lies at the very heart of its success.

> As with any other thrust, Teacher Corps community involvement and its manner of implementation varies from project to project. However, common to all programs is the desire to meet particular community needs.[1]

While Teacher Corps has distinguished itself in the area of community education/involvement, many Teacher Corps watchers also point to this area as generally being the weakest component among local projects. Results of a study of ten Teacher Corps programs in operation during 1969-1970 show:

> fewer than a third of the university people, and only half as many school people, considered the community activity component excellent. More than a quarter of the interns said it was unsatisfactory or non-existent; most thought it less valuable than the teaching experience. Between a quarter and a third of university and school people said *that if any part of the program was reduced, it should be the community work.*[2]

More recently, Bill Smith, Director of National Teacher Corps, stated that community-based education has emerged as one of the most vital integral and working components of Teacher Corps:

> Teacher Corps projects mobilized community resources and leadership for community-based education. Historically, interns have spent about 20 per cent of their internship in school-community activities. The *variety of community education activities is legion,* ranging from home tutoring programs to the development of bilingual, multi-cultural education programs for community residents. Through Teacher Corps, community volunteers have become an integral part of the school experiences of their children. In 1970 the role of community coordinator was established and Teacher Corps projects now have school-community councils which are an essential part of the life of a project.[3]

1. p. 13, *"Ten Years of Teacher Corps, 1966-1967" published by Teacher Corps under Contract USOE No. 300-75-0103.*

2. pp. 33-34,*"Lessons From the Teacher Corps," 1974, a publication of the National Education Association.*

3. op.cit. *"Ten Years of Teacher Corps," p. 2*

It is obvious that Teacher Corps has a historical and continuing commitment to community-based education that is emerging as a fully-developed conceptual model. The purpose of this Primer is to explore that emerging conceptual framework and to provide particulars of program components and implementation procedures based on that framework.

Conceptual Framework

In the last few years a natural linkage has begun to emerge combining Teacher Corps, with its growing emphasis on a community component, with the National Community Education movement, with its recent federal legislation and years of development already behind it. The link between the two is mutually beneficial. Each has vast resources and a commitment to similar ends. Those ends include both programs and processes. *Process* refers to "grass roots" involvement in the assessment of community problems, the coordination and mobilization of community resources, and the development of community leadership in solving problems and improving community life. Examples of *programs* which might be part of community education include: (see Figure I).

As depicted in Figure 1 (p.31), the concept of community education involves a process for helping all persons in a community work together to improve their health, recreational, cultural, social and educational opportunities. Programs evolve from community needs and interests. Community education uses the school facility as a means of tying together regular school programs, community programs, and agency services and programs. For example, many community schools offer parent education, or "parenting" classes. Such classes are designed to assist adults in improving interpersonal and communication skills, particularly in relation to their children, and to assist, ultimately, in academic improvement of school-age students by helping parents become more helpful and encouraging to their children. Such courses often are taught by volunteers, agency personnel such as mental health association persons, or college or university staffs. Thus adults, youngsters, and agencies work together for the overall improvement of the community.

More specifically, community education as a part of the Teacher Corps community component means, in terms of both process and programs:

1. *Community development, organization and development of community leadership.* The heart of the community education process involves the development of local leadership for identifying and solving community problems. Helping members of the school-community council and other community citizens develop the necessary skills to identify problems and design solution strategies is one of the greatest legacies with which a community could be left. The community

coordinator usually takes the lead in such an endeavor.

Simple, step-by-step problem solving models are usually best, and should include variations on most of the following procedures.

a. *Problem identification.* Usually can be accomplished through individual or small group brain-storming sessions.

b. *Problem priority setting.* Can usually best be accomplished through small groups (3-4) and then total group agreement exercises.

c. *Collection and analysis* of more specific data relative to priority problem areas. At this point it is important to insure that problems and causes rather than symptoms are being treated. Thus, if there is a reading problem with first graders, it is important to know if it is related to instruction, to the materials used, to the fact that students come to school hungry, or any number of other reasons.

d. *Resource identification.* What resources do we already have to assist in solving the problem? How do we mobilize them?

e. *Specification of outcome* (goals and/or objectives). What is the target, and what will be accepted as evidence that it has been reached?

f. *Development of a task plan.* This step involves specification of all the activities necessary to accomplish the goal/objectives with designation of target completion dates and persons responsible.

g. *Design of evaluation procedures.* What evidence will we accept that the problem is solved?

This or similar models can be utilized by citizen groups for any type of problem. A similar model for program development is presented in more detail later in this Primer.

2. *Use of the school* (and other available facilities) *for providing extended day/week/year programs* for the entire community. Such a function helps support the concept of life-long learning and is probably the easiest part of the concept to design, implement, and maintain.

Programs are based on community interest/need, cost little or nothing to attend, and utilize community expertise for instruction. Costs should generally be no more than materials required (clay for ceramics classes, food for cooking classes, for example), although occasionally an instructor will need to be paid when volunteer expertise is not available.

Steps in designing and implementing an extended day program include:

a. Assess the community to determine interests in types of programs, times which are most convenient, and expertise/resources for offering programs. Questionnaires can take many forms, such as: single sheets, newspaper supplements, or parts of school newsletters.

b. Make decisions, based on data from "a" above, about programs and times. Such decisions are usually best made by the community - school council (to be described in the next section of this Primer).
c. Secure staff for conducting programs/courses and provide in-service if required.
d. Design and implement procedures to publicize program offerings. Churches, civic clubs, businesses, newspapers, and electronic media should be considered.
e. Secure any needed materials and supplies for program offerings.
f. Make final logistical arrangements, e.g., room/space assignments, provisions for opening, closing, and cleaning the building.
g. Orient the regular staff of the school to the program. Great care must be taken to overcome fears about someone using "my" room. Ask if there are any special instructions about how to use and leave the space, and pass such information on to extended day staff persons. Often at an initial orientation session, a film such as *To Touch A Child* helps a staff understand the extended day program. A series of such films is available through each state's Mott Foundation Center for Community Education Development.
h. Design evaluation procedures. At a minimum, this should include reaction sheets for participants and instructors to allow them to suggest improvements in the program.

The range of extended day activities is virtually limitless and, depending upon the community, might include teen clubs, senior citizen meetings, sports for all ages, plays, movies, academic or skill classes and the like. Many classes, such as parent education, tend to bridge the gap between the regular school program and the extended day program. Ideally parent education classes would meet at the day care center, the elementary school, and the middle, junior and senior high schools to actively involve parents in the total educational process of children and young people. Thus, extended day does not necessarily mean "after" regular school hours; it more nearly means extension of the K-12 curriculum to provide for the educational and recreational needs of the entire community.

3. *Involvement of the community in the school's regular instructional program.*

As team-teaching, diagnostic-prescriptive models, and other curriculum and instruction changes are introduced, the school community must be fully informed and involved if the changes are to be successful.

Several procedures can be used for increasing community involvement.

a. Conduct open houses, PTA, PTO meetings, special public meetings, and meetings specifically designed to acquaint the

community with curriculum changes, or to involve the community in needs assessment procedures and goal setting;

b. Establish school-community councils made up of a representative sample of the community which can both act as a legitimate sounding board and also easily involve and solicit reactions from others;

c. Establish volunteer programs.[4] Volunteers are helpful in two ways. First, they provide extra "hands," which can often make the difference in whether or not a curriculum change is successful, and second, they add credibility to the program by providing first-hand accounts of school activities. Such accounts can be particularly helpful in dispelling rumors and fears.

Results of community involvement:

Research suggests that increased parent involvement in schools aids both students and parents. ". . . as parents and citizens participate in reform they are developing a climate of high expectations. As children respond to the new interests and raised expectations, improved self-assurance and achievement should result."[5] Rosenthal and Jacobson "reported changes in teacher perceptions of the ability of children whose parents were involved in the schools in a way observable by the teachers."[6]

Parents can become actively involved in the regular school program through volunteering, working on curriculum task forces, participating in "parenting" classes or through parents' clubs, child-study clubs and the like. The most difficult task is in involving those parents or parents-to-be who need help the most, both for themselves and for their children. This problem cannot be solved by the school alone, but must be approached in cooperation with other service agencies within the community.

4. *Better Delivery of Services to the Community*

"Virtually all communities in America are blessed with an abundance of under-utilized human and institutional resources, among which perhaps the most underused is the public school."[7]

A major focus of community education is the coordination of existing resources and services in a given community in

4. See Establishing A Volunteer Program, *Winecoff & Powell, Pendell Publishing Co., Midland, Mich., 1976.*

5. *M.D. Fantini, "Participation, Decentralization, and Community Control,"* National Elementary Principal, *Vol. 48, No. 5, [April 1969], p. 25.*

6. *R. Rosenthal and Lenske Jacobson,* Pygmalion in the Classroom *[New York, Holt, Rinehart and Winston, Inc., 1968], p. 94. Quoted in* Selected Effects of the Community on the School, *C.E. Research Monograph, University of Michigan, 1976.*

7. *"Officials Ponder Service Coordination,"* County News, *May 31, 1976, p. 16, C. Powell & L. Winecoff.*

order to avoid the fragmentation and duplication which too often exists. In most communities the major problem is not lack of resources but: (1) lack or coordination, (2) questions of "turf," (3) lack of communication about services — often involving the same clients, and (4) gaps in services. "Specialization, division of authority, and legislative inconsistencies make it difficult for an individual to find the appropriate service in a short time."[8]

Many community schools have established interagency councils or other means to insure coordination of service delivery. Such councils often mark the first time representatives from various agencies have sat down together and really talked about the kinds of services they do and can offer, where they need assistance, and what, specifically, they might be doing for particular clients who are also being served by other agencies. Thus, "the concept of community education is not to provide one more additional program, but rather, to provide a vehicle through which other existing programs might be coordinated and brought closer to the people they are intended to serve."[9]

II ROLES AND RESPONSIBILITIES IN DEVELOPING AND IMPLEMENTING COMMUNITY EDUCATION

The development of a successful community education component depends upon the degree to which the community coordinator can fully involve the community in planning, implementing and evaluating all aspects of the program.

The coordinator's initial job is to help community residents become more aware of their wants and concerns and of their ability and power to satisfy these needs. Such a process requires systematic planning and a clarification of and agreement on the many roles involved. Among the major roles in the community education process are:

community coordinator
school - community council
school - community council task forces
interagency council
site coordinator
interns
aides
principal
volunteers
staff from colleges and state departments of education
business and industrial community

While many Teacher Corps components have developed and matured through the years, the community component has only

8. *Burns, p. 393.*
9. op.cit. *Powell & Winecoff,* County News, *p. 16.*

recently begun to emerge as a definable movement with distinguishable roles and responsibilities for those directly involved. However, just as the concept of community education will vary with each community, so will the nature and function of each role. The analysis of roles which follows is suggested only to describe some of the most common roles and responsibilities. Each project and each community has the responsibility of molding these and other ideas into a coordinated effort which best meets local expectations, needs, interests, and concerns.

Community Coordinator

The role of the community coordinator is best filled with a local person who knows and is known by the community. The community coordinator might be a professional educator or a lay person who has been active in community development. Regardless of who the coordinator is, he or she should be a person who:

- ☐ has an outgoing personality
- ☐ understands or is willing to learn the *process* of community education
- ☐ has considerable freedom for working days, evenings, weekends
- ☐ has sufficient verbal, leadership, and group process skills to work effectively with various groups of people
- ☐ has the patience and skills to gradually help community people develop problem solving and leadership skills.

The most crucial responsibility of the community coordinator is that of initiating the community education process and of helping others develop the understandings, skills and attitudes necessary for implementation and continued growth. To accomplish this, the coordinator must be initially concerned with both the process of community education and with the development of programs:

Processes	Programs
— orient Teacher Corps staff to concept of community — orient site school staff to concept of community education — establish and train the school-community council — establish and orient the inter-agency council — initiate needs assessment process in cooperation with school council and interagency council	Develop and Implement: — intern involvement in extended day and volunteer programs — community resource manual or handbook identifying agencies and services available — limited extended day programs — small in-school and home-visit volunteer programs — small parent education (parenting) program

By providing limited programs during the first year or so of the project, the coordinator can spend a majority of time available developing a strong and workable process model which can continue after outside funding phases out. The most crucial elements in the process model are the development of well-trained school-community and interagency councils. As these councils develop confidence and leadership, they should assume major responsibility for setting community education program goals and directions and for solving community problems. The community education process is an attempt to activate each community to become more directly involved in making decisions for its own development. It is the process of helping communities democratically exercise the power which they possess so that they can more effectively solve many of their own problems. To this end, the community coordinator's major role is to act as a stimulus to activate and coordinate resources which already exist within the community.

More specific coordinator roles are:

1. Trainer — To train Teacher Corps staff, community members, agency personnel and school staff in the concept of community education and to help community leadership emerge.

2. Facilitator — To help facilitate groups, particularly the school community and interagency council, so that the meetings:

   a. are attended by representatives of the entire community

b. are properly organized
c. have an adequate information base
d. have an agenda
e. involve all in attendance in an active way
f. don't get side-tracked by individual or agency bias
g. have a clear purpose and move toward that purpose.

3. Program Planner and Implementor — To conduct needs assessments, in cooperation with councils, and design appropriate programs based on identified needs for both the regular school and extended day programs.

4. Public Relations and Promoter — To act as a liaison and communication link between the school and the community, and to actively publicize school and community improvement activities.

5. Staff and Volunteer Recruiter and Selector — To identify available community human resources and utilize them effectively in school-community programs.

6. Administrator — To make sure various community-based educational programs, such as extended day, volunteer, parent education, and home visitation are operating.

7. Supervisor — To supervise other staff, instructors and interns who work in the community education program.

8. Coordinator — To enlist the support of and to coordinate the community education activities of the many agencies, organizations and institutions in the community.

9. Evaluator — To work closely with the school community and interagency councils to monitor and assess the effectiveness of the community-based educational programs.

The roles and responsibilities of the community coordinator are extensive, for they have a direct influence on virtually every other component of the total Teacher Corps and site school programs. The coordinator is the key to acceptance of Teacher Corps by the community and the person primarily responsible for seeing that

effective two-way communication is established between the school, Teacher Corps and the community. However, the ultimate success of the community coordinator depends upon the degree to which he/she is able to establish, train and maintain effective school-community and interagency councils.

School — Community Council

The school - community council is, in most cases, an elected advisory arm of the local board of education. This does not mean that it does not have some areas of decision-making responsibility. But, more importantly, it means that a properly organized and representative council has a great amount of political power and its recommendations *can* carry considerable weight if the council acts together.

In most cases, each project site school should elect its own school - community council. Membership on the council might range from seven or eight to as many as twenty or twenty-five. Care should be taken to allow some selected community members (*ad hoc* committee) to deal with council composition so that final membership represents the best thinking of a cross-section of community members. Most effective councils are characterized by:

1. Seven to fifteen members
2. Development of a membership *election* process which insures broad representation from all sub-segments of the community including:
   - school people/Teacher Corps
   - students
   - some agency representatives
   - special groups such as senior citizens, handicapped, minorities, business and industry
3. Regular monthly meetings (more often if required)
4. Adoption of a set of guidelines governing operation
5. Small action task forces involving not only council members but others in the community as required for problem solving or action
6. The establishment of specific goals and objectives based on a thorough needs assessment
7. The adoption of monitoring and assessment procedures to check on progress

The fully matured school-community council should have some responsibility in the areas of:

Programs	Process
- K-12	- Assessment of effectiveness - Mobilization of community resources - Feedback from community - Recommendations for improvement
- Extended day program	- Needs assessment and analysis - Program development - Staffing - Scheduling - Monitoring
- Volunteer and tutoring program	- Assessment of need - Recruiting - Coordinating - Managing
- Delivery of human services by other agencies (interagency coordination)	- Assessment of needs - Coordination of programming - Recommendations for improved delivery
- Community improvement through coordinated efforts	- Assessment of problems and concerns - Mobilization of manpower - Political awareness and power

New school-community councils should start with one small area of concern or problem and only after experiencing a "small" success, move on to more complex areas. Councils will need time to organize, to mature, to overcome individual and agency bias. As with any diverse group, the council will be composed of individuals with varying degrees of leadership skill and a broad range of special interests. One of the community coordinator's major roles is to design experiences to help further train the council so that they become a smoothly working, effective team. Working separately, members have relatively limited power; working together the power of a school - community council with a clear focus is increased many times over.

Effective school-community councils should be aware of a number of limiting parameters and potential pitfalls. The following are listed only as a few examples:

- local, state, and federal laws and guidelines
- school-board policies and procedures
- school and agency administrative procedures and areas of responsibility
- special interest groups (which may try to dominate)
- overly protective or empire-building agencies or groups
- liability responsibilities
- union or association policies and guidelines

School-community councils can be one of the most effective and lasting agents within a community if properly organized and trained. Without such organization and training they can flounder and

rapidly die, as do many committees and groups which lack purpose and direction. The Council might get some good ideas from *101 Activities for Building More Effective School-Community Involvement,* published by the Home and School Institute, and from *The Community Council,* by E. Nance (see bibliography).

School - Community Council Task Forces

Most of the work of the school - community council will be carried out through action task forces which focus on particular needs, problems or interests. Action task forces can be composed of two or three council members, but ideally will involve a number of other community residents as temporary task force members. For example, an older Americans task force might be established by the council and include:

- 2 school-community council members
- 2 members of the executive board of the Senior Citizens Association
- the director of the Commission on the Aging
- a dietician from the "Meals on Wheels" program
- a social worker in charge of aging clients
- a representative from the Retired Professionals Club
- the community coordinator

Task forces are generally established for a particular, temporary purpose or problem. In the example above, the purpose for establishing the task force might have been to expand the geriatric feeding program by using the site school cafeteria and to explore the possibility of training some of the senior citizens in the feeding program as teacher aides, library aides and playground supervisors. Once the purpose has been achieved the task force may be dissolved, may become inactive until another need arises, or may continue semi-actively to monitor the effectiveness of the programs established.

Interagency Council

The interagency council is best organized on a district level except in small, rural areas where the school - community council and the interagency council might be merged into one body. The interagency (or integrated services council) is composed of all major service agencies and organizations within a community with membership often exceeding fifty.

Most interagency councils have three basic functions:

1. Problem identification through the pooling of needs assessment data
2. Development of coordinated problem solving strategies
3. Mobilization, allocation and coordination of agency resources

The focus of the interagency council is much broader than that of the school-community council. Its concern is for the total district and for all types of problems. The community coordinator (and often the chairperson of the school - community council) should serve on the interagency council and, in fact, may have to assume responsibility for organizing the council, even to the point of accepting the initial leadership and training functions.

The interagency council serves as a vehicle through which individual agencies might coordinate themselves to bring more and better services closer to the people they are established to serve. However, such collaboration often requires agencies to re-think their goals, delivery systems, activities, staffing patterns, hours of operation and operational procedures to more nearly avoid duplication and increase efficiency and effectiveness. Human barriers of jealousy, "turfism," empire building, and tunnel vision will periodically emerge within the interagency council, just as within the school-community council. As with the total concept of community education, the interagency council is not a panacea, it is simply one more valuable link between the community and those agencies which have been established to provide services to that community. It is one more process to help avoid overlap and duplication and to maximize existing resources for the purpose of improving the quality of life within our communities.

In a well-developed program, the interagency council members will provide a majority of the resources for the operation of the community school programs. For example:

- ☐ the recreation commission may provide a full-time staff person to coordinate afternoon and evening activities at the school
- ☐ the department of health might provide a doctor, a nurse and a dentist as regular, part-time members of the school staff
- ☐ the department of social services might provide a coordinator for a school-based food co-op and a day care center
- ☐ Red Cross, YMCA, YWCA, Wildlife Commission, Insurance Underwriters, Legal Secretaries Association, Cooperative Extension, Lions Club, Masons, Church Women United, and the like might provide staff members to teach mini-courses in the extended day program or to work as tutors in the family education program.

A list such as the above is virtually endless. The major purpose of the interagency council is coordination of human services so that they might be delivered more efficiently and effectively.

Site Coordinator

The site coordinator's role in the community component is much as it is in other Teacher Corps components — to help coordinate the school staff to effectively realize the goals of the component. In the community component, however, the site coordinator's role focuses also on community coordination as well as on school staff coordination.

The site coordinator should be an active member of the school-community council and, if possible, the interagency council. The site coordinator's role is to act as a school staff support and resource person for the council. The site coordinator is the official spokesman for the school and is in a position to approve action on the part of the school or to seek approval from the appropriate persons. All activities related to the regular K-12 program, to the use of the building, and to school-community communications should be the primary concern of the site-coordinator.

Obviously, the site coordinator and the community coordinator will have to work closely together on most community activities. The site-coordinator is one of the official supervisors of the K-12 program and of the building and is, thus, responsible for them. While this responsibility might be delegated in part, the site-coordinator is still the person "officially" responsible. Since the school is owned by the community and the school council is representative of that community, the site coordinator is, in a broad sense, responsible to the school community council although his/her legal responsibility is to the school board through the superintendent. Thus, another key role of the site coordinator is liaison between the school board and the school-community council.

Interns

Interns have historically been asked to work approximately ten to twenty hours per week in community activities. Such activities often have not been clearly defined or understood and in too many instances, the interns have had very little impact on the community or involvement in the community component.

The nature and extent of intern involvement in community activities must be carefully worked out among the director, site coordinator, community coordinator, team leaders and the interns. One intern (perhaps on a rotating basis) should be a member of the school-community and interagency councils. Interns should be involved in helping set up, train and coordinate the school volunteer program, the extended day program, the family or parent education program, the outreach or home visitation program, and other such programs. Not only does such intern activity provide much needed manpower, but, more importantly, such activities are a vital part of intern training and should be an integral part of any competency-based teacher education program.

Interns should, in most cases, be responsible to the community

coordinator for this part of their service and training program. They should be involved in a wide range of activities to gain broad community work in two or three areas of special interest.

Aides

Aides are generally defined as part-time or sometime full-time paraprofessionals (occasionally professionals) who work on a regularly scheduled basis in the school program. Several areas in which aides are particularly useful in the community component are:

- ☐ on-site coordinators of the volunteer program
- ☐ on-site building supervisors for the extended day program
- ☐ children's day care or night care supervisors
- ☐ home-school visitors
- ☐ other agency contact persons and coordinators
- ☐ activity supervisors for senior citizens programs
- ☐ resource people for conducting needs assessment
- ☐ community resource coordinators.

Aides should be encouraged to take active part on special task forces and might well attend school community council meetings. Since aides generally live in the community they can act as a valuable communications network between the school and the community.

Volunteers

Volunteers are generally non-paid community residents who work in the school on either a regular or irregular basis. Volunteers may work several hours a year or several hours a day. Volunteers may be professionals or lay people, young (other students) or old (senior citizens), but they form what is often the heart of the school. Volunteers might work in the regular program, night school, extended day, home visit or any other programs needing extra "hands."

The volunteer program usually should be under the direction of the community coordinator, site coordinator, or the program development specialist. Such programs require detailed planning and a great deal of coordination. A poorly designed and poorly managed volunteer program can do the school more harm than good. Two useful resources for volunteer programs are:

- ☐ *Organizing a Volunteer Program*
- ☐ *Tips for Volunteers* (see bibliography)

Institutions of Higher Education and State Educational Agencies

Many state and many private institutions of higher education and

most state departments of education have established Centers for Community Education Development which provide technical assistance, training and materials to any local school districts within their service area.

Further information can be obtained from:

National Community Education Association
1017 Avon St.
Flint, Michigan 48503

The Charles Stewart Mott Foundation
510 Mott Foundation Bldg.
Flint, Michigan 48502

U.S. Office of Education
Office of Community Education
7th and D Street, S.W.
Washington, D.C. 20202

Business and Industrial Community

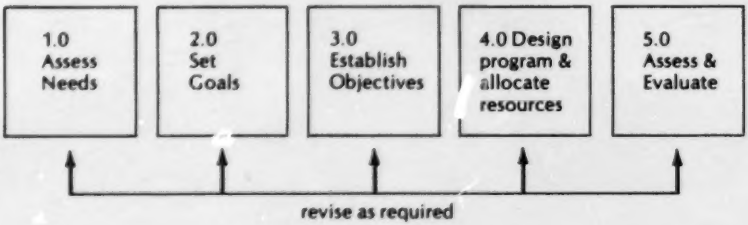
Often the business and industrial communities in the school attendance areas are not included in community education activities because many of those who work in the area may live in other neighborhoods far removed from the school. If, however, one of the primary concerns of community education is community improvement, then business and industry in the area have a vital stake in the process. They stand to gain economically if the community in which they operate improves. Thus, they are often willing and eager to participate and provide manpower, materials and financial resources if they can be convinced that their investment in community education will pay off in the long run.

Summary

There are many and varied roles and responsibilities in the process called community education. These will vary, as will the program, with each community. The basis of community education is the "grass-roots" involvement of community residents in determining their own needs, wants and interests; working to develop appropriate programs and activities to meet those needs; and assessing their success. The community coordinator's role is to facilitate a continuing process of assessment, implementation and evaluation. However, the key to the process is the school-community council, which ultimately must accept the responsibility for maintaining a responsible and responsive program.

III. PROGRAM DEVELOPMENT

The process of program development in community education should follow a single, systematic procedure which includes, as a minimum, the following steps:



Needs Assessment

The assessment of community needs should be considered in terms of actual or felt needs, community and individual concerns and special interests. The distinction between needs, concerns and interests is deliberate. Needs may not be fully recognized by the individual or sub-community in which the need exists. For example, research indicates that rural, isolated, low-income people have difficulty identifying long-range needs which might help them improve their level of self-sufficiency. At the same time, these same people can readily identify short-term, crisis kinds of needs. Therefore, it is often necessary to look closely not only at what people express as their needs, but also at other indicators such as observations by trained agency personnel (social workers, youth service workers, psychologists), indices of social-economic conditions such as unemployment and crime rates, income levels, housing conditions, transportation availability, school achievement scores, drop-out and suspension data, delinquency and vandalism.

Individual and community concerns can be assessed in many ways. Some of the most common are:

- ☐ small group meetings with representatives of various sub-groups within the community
- ☐ interviews with key people in the community
- ☐ opinionnaires or questionnaires

In using survey instruments, the following should be considered:

- ☐ keep any forms short

- ☐ use check lists or very short answer responses
- ☐ design instruments which can be quickly scored by hand
- ☐ design immediate return procedures rather than delayed (mail) returns (e.g., have forms filled out on the spot at church, supermarket, PTA meetings)
- ☐ keep the language simple and easy to read.

Special interests can be identified in much the same way as concerns. The use of public media encouraging individuals to voice their concerns or interests is sometimes useful. Otherwise, short checklists are usually adequate if combined with selective interviews. Care must be taken with checklists if clients have difficulty seeing or reading.

The school-community and the interagency councils should be actively involved in the needs assessment process. If the council truly represents the community, councilpersons can provide a wealth of information by simply talking to five or six of their neighbors and acquaintances.

One of the most difficult parts of conducting a needs assessment is the analysis of data. The findings should be summarized by the community coordinator in as objective a manner as possible. This summary should end with a list of identified needs, concerns and interests, listed separately, if possible.

Goal-Setting

Given the lists of needs, concerns and interests, the school community council can carefully review the lists and develop a single list — ranking the needs, concerns and interests in priority order using at least two criteria for selection:

- ☐ criticality — how critical is the need, concern or interest? which are most critical and important for "this" community? which subgroups have the most critical or important needs?
- ☐ feasibility — how feasible is it for this council or Teacher Corps project to respond to the need, concern or interest? is there any way, with the help of other agencies, to respond? are there significant constraints which can be removed to make it more feasible to respond? are there adequate resources available in the community to respond?

The most critical and feasible areas identified become a basis for goal development. A goal is a broad, general statement of intent which gives priorities and direction to a program.

Establishing Objectives

An objective is a subpart of a goal. It is an outcome, or "end" statement. Each goal can be subdivided into two or more (often as many as five or ten) specific, measurable objectives. The most important difference between a goal and an objective is in the identification of measurable, observable criteria found in objectives, but not necessarily in goals.

Objectives commonly contain four specific elements:

1. A statement of exactly *what* is to be done in *action* terms (e.g. list, write, compute, provide, construct, increase)

2. A statement of *who* is to do it (e.g. all parents, 50 per cent of the students, 15 community agencies)

3. A statement of *when* it is to be completed (e.g. by June 15, 1978, within two weeks, by the end of the first semester)

4. A statement of *how well* it is to be done (e.g. 30 words a minute with no more than one error, at least 5 advantages as stated by Minzey, an increase of 25 per cent average participation per week, a decrease of 5 per cent in the number of acts of vandalism)

If all objectives for a particular goal are achieved, the goal will also have been achieved, assuming the objectives were properly developed to include all aspects of the goal. Care must be taken in the development of objectives to keep them realistic in terms of:

- ☐ amount to be accomplished
- ☐ constraints which might unduly impede progress
- ☐ human and material resources available

Note: It is important to remember that both goals and objectives are "ends" or outcome statements; the "means," or activities for accomplishing goals and objectives are developed after ends are clearly delineated.

Program Design

Goals and objectives indicate terminal performance or end results. They do not specify how to achieve these results. The design of a program lays out the activities and means for achieving the end product — the objectives and goals. Program designs generally include:

activities	*resources*	*completion dates*	*persons responsible*
1. To hold a slimnastics class	recreation commission, school gym, record players/ records	weekly between Sept. 20 and Dec. 10	Mr. Sims (Community School Co-ordinator)
2. To hold three open houses for parents	PTA. Student Council	Sept. 20 Feb. 28 Apr. 20	School Council Chairperson Ms. Oates

In order to accomplish each activity, a great deal of planning must be done. It is often helpful to take each activity and identify the specific tasks needed to plan and implement that particular activity as a further subdivision of the activity itself. For example:

To hold a slimnastics class

Tasks	Completion Dates	Persons Responsible
1. Publicity - Make and distribute 20 posters - Arrange radio/TV spots - Publish newspaper story	8/15/77 8/20/77 8/25/77	

2. Staff		
- Get list from recreation commission	8/1/77	
- Interview candidates	8/10/77	
- Select and arrange for pay through recreation commission	8/15/77	
3. Logistics		
- Get permission from principal	7/20/77	
- Make arrangements with janitorial staff	8/15/77	
- Get building supervisor	8/15/77	
- Survey community to determine best day/time	8/15/77	
4. Registration and Fees		
- Duplicate registration forms	9/1/77	
- Get receipt books	9/5/77	
- Arrange for registration volunteer	9/10/77	

Monitoring, Assessment and Evaluation

There are at least three aspects which should be considered in the overall evaluation design for the community component:

1. Monitoring - A continuous system should be set up to check on adequate completion of tasks and activities by the designated dates. A large wall chart on which dates can be checked off might be helpful, particularly in terms of staff communication.

2. Progress Assessment - the monitoring process should be reviewed on a regular basis every month or two to determine whether or not adequate progress is being made toward the objectives and to re-evaluate the appropriateness of the objectives, particularly in regard to dates and standards of "how well." If the objectives seem unrealistic or inappropriate they should be adjusted early, not when the project is about to terminate.

3. Program Evaluation - the major purpose of program evaluation is to determine the degree to which the identified problem, need, concern or interest has been met.

Program Evaluation should be based on goals and objectives, and should be designed to determine the degree of success achieved in completion of those.

Several key questions should be answered through program evaluation.

- ☐ Is the problem solved, need satisfied or concern met?
- ☐ Was the chosen approach cost-effective?
- ☐ Were the clients or participants satisfied?

Program evaluation should not only evaluate the program under consideration, but should also provide data for developing future programs.

Community education can only be judged successful if adequate evaluation, assessment and monitoring data are kept and applied against the project outcomes or goals. The school–community council has a key role to play in making certain that an appropriate evaluation design is developed and implemented.

IV. EXAMPLES OF COMMUNITY EDUCATION ACTIVITIES IN THE FAR WEST

The following represent a compilation of sample activities from Teacher Corps projects in the Far West Network. These are presented to provide the reader with a variety of alternative ideas which might be considered in the various stages of development of the community component. The lists represent only a few of the most successful community activities carried out over the past several years in the Far West Network Projects.

Community Orientation of Interns

1. Familiarize Teacher Corps staff and interns with key community agencies and community persons through direct visits.
2. Visit all community agencies and identify key people who might serve on the interagency council.
3. Meet and interview local political leaders such as mayor, city/county council or board of commissioners to assess their perception of community needs.
4. Develop a documentary oral history of the community.
5. Develop an interagency "yellow pages" directory listing all agencies and providing:

   - ☐ services offered
   - ☐ address and telephone
   - ☐ target population
   - ☐ contact person for that particular service
   - ☐ eligibility requirements

Community Education Workshops

1. Present workshops on parent education focusing on

   - ☐ troubled youth
   - ☐ multi-cultural awareness
   - ☐ parent-child communications
   - ☐ parenting activities to complement basic skills development
   - ☐ alternative approaches to discipline
   - ☐ study skills, habits, and environment
   - ☐ growth and development problems of childhood and youth
   - ☐ youth delinquency
   - ☐ drug and alcohol education
   - ☐ family "togetherness"

2. Present a "family fair" featuring mini-workshops on areas such (a) "How to teach your child to read" with possible resource assistance from the State Department of Education; (b) "Parenting" with key resource assistance from an expert in Parent Effectiveness Training; and (c) "School Absenteeism and the Law" with resource assistance from a district court judge. Each of the resource people might conduct a one or two hour mini-session. Target groups would be parents of the project site school's students, teachers, interns, higher education institution staff, and other school district staff.
3. Train local leaders in community problem solving techniques and processes.

Involvement in Community Affairs

1. Help build local community leadership and problem solving skills through local or tribal councils.
2. Use the school as a center for "town meetings" to discuss community development funds, revenue sharing, transportation, or other pertinent topics.
3. Use the schools as Senior Citizens' Centers.
4. Use school students to work on oral, musical, and pictorial history projects to be presented during a "Historical Community Festival."
5. Develop school property as a community park and environmental education center through the use of students and community volunteers. Consider the use of proceeds from school land timber sales for financing.

Bilingual/Multicultural Education

1. Pull the state department of education and university into close

contact with tribal or community councils (to impact the curriculum and funding priorities) through the use of state department and university personnel for on-site workshops.
2. Develop local reading and math materials taking advantage of cultural and historical backgrounds of the community.
3. Develop lists of words and sayings that are used commonly in English in the community but which are derived from local languages or dialects.
4. Develop a cultural museum in the school for use by teachers and students.
6. Hold special cultural open houses and dinners.
7. Have an "International Week" featuring food, dance, art, and dress.

Community Volunteers

1. Design a "how to" manual for volunteers and for teachers detailing how to best use volunteers and what volunteers need to know.
2. Hold volunteer recognition dinner or ceremony and present certificates of service.
3. Design volunteer training program in conjunction with local community college so that volunteers can earn credit toward a certificate or an associate degree.
4. Design a career ladders program for volunteers so that they receive training and credit to move from:
   - ☐ volunteer, to
   - ☐ aide, to
   - ☐ assistant, to
   - ☐ teacher
5. Use volunteers to develop, coordinate, and manage a school volunteer program.

Community Involvement on Needs Assessment

1. Hold series of community meetings (in each sub-community of the school attendance area) to discuss, list, and prioritize local needs.
2. Send out community concerns and/or interest surveys using organized groups such as Scouts or church groups to go door-to-door.
3. Hold community Town Meetings at the school to synthesize all of the data collected and identify resources to help meet the needs identified.
4. Conduct a community needs assessment to serve as the basis for inservice education for staff to focus on:

   - ☐ desired teaching competencies
   - ☐ teacher-community responsibilities
   - ☐ teacher-community activities and communications

School-Community Councils

1. Organize councils to represent all sub-communities of the school community, and provide training so that councils can:

   - ☐ influence school policy
   - ☐ improve school curriculum
   - ☐ influence state legislation and resolutions
   - ☐ increase state department and university involvement and relevance
   - ☐ promote career education and skill training
   - ☐ interview and recommend new staff
   - ☐ assess program activities and progress
   - ☐ plan extended day, life-long learning activities for children and adults
   - ☐ conduct needs assessment
   - ☐ influence policy decisions of other collaborating agencies
   - ☐ promote parent-teacher-student organization
   - ☐ develop operational by-laws
   - ☐ continue activities at the end of Teacher Corps cycle

(This list has no end, only a beginning and, hopefully, a long, continuous lifespan.)

Interagency Coordination

1. Develop summer youth employment programs with Youth Opportunity or other agencies
2. Develop extended day programs:

   - ☐ recreation with recreation commission
   - ☐ arts and crafts with arts commission
   - ☐ lecture series with humanities commission
   - ☐ adult education with state department division of adult education (to cite just four examples).

3. Develop a geriatric feeding and activities program with commission on aging.
4. Develop a literacy program with literacy association and public library
5. Develop a career awareness program with Chamber of Commerce
6. Provide health and dental check-ups with PTA, health department, and nurses' association
7. Provide home visits and family counseling and family living services and instruction with cooperative extension, and/or

department of social services homemakers, and/or high school students, and/or college students.

8. Establish rumor control center or drug control center or loneliness control center through telephone network with church groups.
9. Develop school curriculum evaluation/improvement teams with local colleges or universities, PTA, student council, local industry, and state department of education.

The above lists are presented to provide a glimpse into the many and varied activities which might be conducted through a well organized Teacher Corps community education program. The lists represent only a small sample of programs operating in the Far West Network and no attempt was made to be all inclusive.

Community education is not a cure-all. It is simply one approach, albeit a powerful one, to helping communities identify and resolve their own needs, interests, and concerns through a synergistic relationship between school and community.

Figure 1

COMMUNITY EDUCATION IS PEOPLE HELPING PEOPLE

people of all ages

together

using a community school

and community resources

for

COMMUNITY	*SOCIAL*	*CULTURAL*	*RECREATION*	*SKILL*	*ACADEMIC*
problem solving	games	concerts	sports	vocational	Regular School Program K-12
traffic	dances	films	aquatic	social living	language arts
day care	suppers	exhibits	parks	typing	social studies
health	picnics	lectures	playgrounds	woodworking	science
lighting	movies	theater	outdoor	automotive	math
security	parties	literary clubs	hobbies	sewing	economics
unemployment				parent education	adult basic
transportation				home decorating	enrichment
family education					high school completion
nutrition					college audit
beautification					

Community Improvement — *Self Improvement* — *Group Improvement*

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